



GÖTEBORGS
UNIVERSITET

STEERING DOCUMENT
Ref. GU 2022/3379

Policy for the Development of Teaching and Learning in Higher Education

Published	www.styrdokument.gu.se
Decision-maker	Vice-chancellor
Overseeing function	Unit for Pedagogical Development and Interactive Learning (PIL)
Decision date	16 Apr 2023 (originally decided in 2015).
Period of validity	Until further notice
Summary	This policy defines the university's objectives and orientation as regards pedagogical development initiatives in all education cycles. These objectives shall be achieved through the guidance of the Pedagogical Ideas Programme .

1 (3)

This policy aims to concretise the university's aspiration that teaching and learning shall be characterised by high levels of scientific and artistic quality as well as by pedagogic collaborations in complete academic environments. This aspiration is expressed in the vision, [*A university for the world*](#).

At a European level, good quality in courses and study programmes is described in *European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. The University of Gothenburg's Policy for the Development of Teaching and Learning in Higher Education is closely linked to ESG, which emphasises student-centred learning and the active role of students in the learning process. The University of Gothenburg shall also monitor national and international developments and be prepared to adapt, at a university-wide level, initiatives to develop teaching and learning in higher education. Continuous development of teaching and learning in higher education is essential for high quality in courses and study programmes. The University's *objectives and strategies*, as well as its *operational plans*, set out the priorities at both university-wide and faculty levels. Pedagogical development expectations are also set out in these documents, on which strategic decisions and future investments are based.

The university's courses and study programmes shall be conducted in a way that stimulates an interest in knowledge and supports and develops student learning. The right conditions for developing intellectually challenging teaching are created when committed teachers meet committed students and the responsibility for achieving good study results is thereby shared. Additionally, the various levels of the university's administrative support functions shall be organised so as to provide practical help that facilitates pedagogical initiatives.

For students in all education cycles, the university is responsible for offering a good learning environment. The university's teachers engaged in teaching and supervising shall have links with our scientific/artistic operations and shall be both knowledgeable about their subjects and pedagogically skilled. The university's learning environment shall be so designed that, via varied types of instruction, pedagogical ambitions can be realised. The learning environment shall bear the hallmark of an ethical approach and be characterised by advanced interactivity between teachers and students. Both the physical and the virtual learning environments shall be so designed that each student's opportunities to achieve the national qualitative objectives are strengthened. The university's initiatives to develop teaching and learning in higher education shall aim towards teachers continuously deepening their knowledge of student learning. This shall be via collegial discussions and exchanges of findings based on an inquiring approach and proven experience.

A wide acceptance of responsibility at the university is essential for realising the sought after development of teaching and learning in higher education. Pedagogical development is a collective responsibility in which, for good quality in teaching and learning, employees at department, faculty and university-wide levels shall collaborate. The importance of pedagogical leadership shall be made visible at all levels of the organisation. Teachers' service conditions shall be so structured that active participation in the development of teaching and learning is possible.

Complete academic environments, where research and teaching collaborate around student learning, have the purposes of creating and maintaining high-quality education. Attention shall be given to the right conditions for pedagogical development initiatives in these collegial environments. At department level, heads of department, supported by departmental programme directors, shall plan and monitor pedagogical development initiatives. At faculty level, the departments' pedagogical development initiatives shall be monitored and findings disseminated.

As a whole, the university shall highlight teaching and learning issues. It shall also invite cross-faculty

critical discussion, on scholarly grounds, of student learning and development of the university's learning environment. This initiative is to be supported by the [*Unit for Pedagogical Development and Interactive Learning \(PIL\)*](#).

The present policy is supplemented by the [*Pedagogical Ideas Programme*](#). This gives guidance on how university-wide pedagogical development initiatives are expected to be implemented. The Pedagogical Ideas Programme details key concepts in this context and provides illustrative references to the educational science foundations on which pedagogical development rests.